

Section 2: Early Literacy

This section addresses Early Literacy skills and overlaps with the Language Development section. The correlations are with the Kindergarten Curriculum Standards in English/Language Arts.

Early Literacy Birth to 4 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling	Eyes focus on simple pictures in books or drawings	Makes eye contact with the pictures but does not make hand contact	K.1.13a

Early Literacy 4-8 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Skills	Begins to explore the physical properties of a book	Looks intensely at pictures for several minutes, with wide open-eyes and thoughtful expression	K.1.13a
			Holds a board, cloth, or plastic book and manipulates the pages	Grasps the book and bring it to the mouth to suck and chew. Shakes, crumples, and waves the book	K.1.13a
				Holds books, using both hands, and manipulates the book to make the pages open and close, exploring how the book works	K.1.13a
				Helps turn the pages, pressing the page to the left after the adult has separated it from the remaining pages	K.1.13a

Early Literacy 8-12 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Skills	Shows increased involvement and enjoyment with books	Shows notable decrease in physical manipulation of books accompanied by an increase in visual attention to books; pats pictures	K.1.13c
				Gives a book to an adult to read; after one reading, often takes the book, hands it back, and requests that the adult read it again; sits in laps for longer periods	K.1.02c
				Turns pages awkwardly, experiencing some difficulty in separating papers but succeeding through persistence and effort	K.1.13c
		Looking and Recognition Skills	<p>Begins to interact with story and recognize pictures of everyday familiar objects</p> <p>Begins to make associations about familiar objects</p>	Episodes for sustained looking at pictures are interspersed with hand manipulations and an occasional mouthing	K.1.03c
				Makes animal noises or other appropriate sounds (e.g., moo, moo) when child sees the familiar animal or object pictured	K.1.01h
				Laughs or smiles to show recognition of pictures	K.1.09a

Early Literacy 8-12 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Picture and Story Comprehension Skills	Begins to recognize symbols for objects	Relates an object or an action in a book to the real world (for example goes to get teddy bear after seeing a picture of one in a book)	K.1.08f
				Points to individual pictures and vocalizes while pointing to picture	K.1.01h
	Early Writing	Writing Tools	Begins to show interest in exploring writing tools	Grasps the crayon and brings it to the mouth to suck and chew	K.202 b

Early Literacy 12-18 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Skills	Begins to show interest in exploring books	Turns pages well	K.1.13a
				Turns an inverted book right side up, or tilts his head as if trying to see the picture right side up	K.1.13a
		Looking and Recognition Behaviors	Begins to show awareness and interest in familiar pictures	Names objects pictured (articulation may not be accurate, but parent or other caregiver can tell what the baby is trying to say)	K.1.01a
				Points to a picture and asks "What's that?" or indicates in another way ("Dat?" or questioning intonation) that a label is desired	K.1.09b1
				Points correctly to a familiar object pictured when asked, "Where's the...?"	K.1.02c

Early Literacy 12-18 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Picture and Story Comprehension	Begins to recognize "favorite books" and requests to read them repeatedly	Selects books on the basis of content, thus demonstrating some understanding of what they are about	K.1.08b
				Shows a preference for a favorite page or a book by searching for it or holding the book open at the page repeatedly, as if that part is particularly well understood or appreciated	K.1.08b
				Performs an action that is shown or mentioned in a book	K.1.08b
		Story Reading Behaviors	Begins to independently "read" books	Uses book babble (that is nonsense jabber that sounds like the child is reading rather than conversing with someone) as well as conversational babble (expressive jargon)	K.1.04a
				Fills in the next word in the text when the adult pauses, says the next word before the adult reads it, or reads along with the adult when a highly predictable text is read	K.1.01h
	Early Writing	Writing Tools	Shows increased interest in exploring writing tools	Grasps the writing tool in palm to scribble or mark	K.202 b

Early Literacy 18-24 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Book Handling Behaviors	Shows interest in exploring books	Might continue to rotate a book in an attempt to get a picture right side up when something in the picture is actually upside down. May become frustrated and disengage from the book	K.1.13a
				Turns board book pages easily, one at a time; carries book around the room	K.1.13a
		Looking and Recognition Behaviors	Shows awareness and interest in familiar pictures	Points to a picture and asks "What's that?" or indicates in another way ("Dat?" or questioning intonation) that a label is desired	K.1.09b1
		Picture and Story Comprehension	Begins to interact with story through familiar hand motions and expression of emotions	Performs an action that is shown or mentioned in a book	K.1.08
				Shows empathy for characters or situations depicted in books (for ex., pretends to cry after being told that a child in a book is sad)	K.1.08

Early Literacy 18-24 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Book Knowledge and Appreciation	Picture and Story Comprehension	Enjoys books that relate to personal experiences	Makes association across books ex., retrieves a book about bath time or gets two books and shows the adult that they contain similar pictures or events	K.1.08f
		Story Reading Skills	Enjoys looking at book by self, while sitting by peers or when being read to by an adult; begins to connect familiar books to play experiences	Pretends to read to dolls or stuffed animals and to self	K.1.01i
				Fills in the next word in the text when the adult pauses, says the next word before the adult reads it, or reads along with the adult when a highly predictable text is read	K.1.01j
				Recites part of a story's text outside of the story-reading context, ex. when swinging in a swing	K.1.01j
				Coordinates text being read with the picture	K.1.03a
	Early Writing	Writing Tools	Begins to use writing tools to make marks on paper	Holds large writing tool and marks with it resulting in visual feedback	K.202 b

Early Literacy 24-30 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Picture and Story Comprehension	Begins to understand the connection between books and personal experiences	Talks about the characters and events in storybooks in ways that suggest understanding of what has been said or read	K.1.09
				Relates events in books to personal experiences	K.1.08f
				Makes associations among similar books, for example, child gets two books about trains and shows the adult that they contain similar pictures or events	K.1.08f
		Book Reading Skills	Recognizes and enjoys reading familiar books	Recites whole phrases from favorite stories if the adult pauses at opportune times	K.1.01f
				Protests when an adult misreads a word in a familiar, and usually predictable story	K.1.09
	Early Writing	Writing Skills	Uses variety of media tools to make scribbles	Holds tool in palm of hand using all fingers (palmar grasp) and scribbles	K.1.01j

Early Literacy 24-30 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Auditory Discrimination	Is aware of and can identify many sounds in the environment	By 30 months, child stops activity to focus on interesting sounds around him, such as	
			Distinguishes between words with similar phonemes, such as <i>pat</i> and <i>path</i>	Makes accurate distinctions between words that contain very similar-sounding phonemes, such as <i>path-pass</i> , <i>hat-pat</i> , <i>bug-bud</i> , <i>map-nap</i> , <i>shot-shop</i> , <i>hit-hat</i>	
		Phonological Awareness	Engages in and enjoys word play with silly sounds and real and nonsense words	When hearing rhymes or silly-sounding words, plays with words himself if adult models	K.1.04e

Early Literacy 30-36 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Story Reading Behaviors	Begins to recite from memory familiar books	Asks to read books to the adult and may be able to recite several books fairly accurately.	K.1.01i
				Read familiar books aloud, rendering the text very accurately, particularly when a book is predictable	K.1.01j
		Early Writing Behaviors	Scribbles and draws with intentionality	Draws a circle	
				Imitates a horizontal crayon stroke	
		Auditory Discrimination	Is aware of and can identify many sounds in the environment	Identifies the source of familiar sounds in the environment and continues to notice new sounds	HS II A1
			Distinguishes between words with similar phonemes, such as pat and path	Makes accurate distinctions between words that contain very similar-sounding phonemes, such as path-pass, hat-pat, bug-bud, map-nap, shot-shop, hit-hat.	
			Discriminates among sounds based on volume and pitch—loud vs. soft, high vs. low, long and short	Responds appropriately when asked to speak with a different volume or to turn up or down the sound of a recording or a toy; can identify whether a sound is high or low, loud or soft, long or short when compared to another sound.	
		Phonological Awareness	Engages in and enjoys word play with silly sounds and real and nonsense words	When hearing rhymes or silly-sounding words, plays with words himself if adult models: recites one or two favorite rhymes/poems.	K.1.04e HSI I A3

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Language and Literacy	Verbal expression and communication	Engages verbally with stories in books and movies	Makes relevant comments and asks logical questions about the story begins to predict what will happen next	K.1.01h
				Tells own story, with a sequence, using one or more pictures	K.1.01i
					HS IB1
			Uses more advanced sentence structure and varied vocabulary in verbal expression		HS IB2
				Speaks in longer sentences, using more adjectives and adverbs, and some clauses beginning with when, if, after; asks to have unknown words explained	K.1.01a
				Asks for names of unknown objects, colors, etc	HS I B4
		Listening and Understanding	Listens attentively to stories, conversations, and explanations and demonstrates understanding	Maintains attention to stories and responds to questions appropriately	K.1.02a
				Participates with understanding in activities with stories, songs, finger plays and poems	K.1.02c
				Notifies if reader omits parts of a familiar story	K.1.01e
			Understands an increasingly complex and varied vocabulary for objects, attributes, actions, and events	Comprehends and uses new words that are introduced with stories, thematic units, field trips and other daily activities	K.1.01f K.1.01g HS I A 1
					K.1.01a HS I A 3

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Phonological Awareness	Initiates word play and likes rhymes and silly sounds and words	Repeats rhymes without prompts and enjoys rhymes in songs, poems, and finger plays	K.1.04e HS IIA3
				Identifies whether or not two words rhyme	
				Enjoys stories with alliteration where all words begin with the same speech sound. Plays with the sounds and participates in the production of more words	K.1.04f HS IIA1
			Completes a rhyme and recites at least three rhymes	With a familiar poem, supplies a missing word that rhymes with another word	K.1.04e HS IIA3
			Begins to detect the syllable structure (rhythm) of oral words	Claps or beats the rhythm (syllable beats) in own name and other familiar names	K.1.04g HS IIA4
			Begins to combine (blend) parts of compound words to make a whole word	When the adult provides 2 words that can be combined to form a compound word, child identifies the compound word. For example, given base and ball , child produces the word baseball	K.1.04g K.1.04c HS IIA4

Early Literacy 36-48 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Print Awareness	Demonstrates interest in books and what they contain	Recognizes specific books by their covers; asks to be read to; asks for favorite books to be read again and again; pretends to read; makes comments and asks questions as story is read; participates in re-reading by supplying repetitive phrases	K.1.03 HS IIB2
			Understands how books work and that they are handled in a particular way	Recognizes when books are upside down or backwards and turns to correct orientation.	K.1.03 HS IIB4
			Begins to attend to print in the environment, especially own name.	Asks questions about printed name and letters in it; recognizes printed name and attempts to print; uses same purposeful scribbling when "writing"	K.1.03 HS IIC1
			Shows awareness that print conveys a message; that print is read rather than the pictures	Begins to look at and comment about the print as much as the pictures; begins to "read" common signs and other print when traveling in a vehicle	K.1.03B K.1.03A K.1.03C HS IIC1 HS IIC2

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Visual Discrimination	Discriminates likenesses and differences in simple objects	Identifies which objects are the same or different in color, shape, size, texture	
			Discriminates likenesses and differences in pictured objects	By 42 months, can discriminate which pictured objects are alike or different based on color, shape, size, number	
		Visual Whole- Part-Whole Relationships	Develops awareness of parts and wholes and how the parts relate to the whole	Completes puzzles of 4 to 10 pieces; notices and identifies missing parts and common objects; constructs a simple block design, using a model	
				Find hidden figure pictures	
		Visual Sequencing (patterning)	Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3 dimensional objects	Able to continue a color patter or shape pattern or size pattern using a concrete model	
				By 42 months, continues a pattern of 2 variables (shape & color , color and size, or size and shape) from a concrete model	
		Letter Recognition	Begins to recognize the beginning letter of familiar words or environmental print	Looks at peer's name in print and recognizes that Johnny starts with the same letter as their name, Joshua	
			Attempts to "write" their own name	"Writes" name on paper- letters may or may not be readily identified by others, letters may or may not be from left to right or in a straight line	

Early Literacy 48-60 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Language and Literacy	Listening and Understanding	Understands story events and overall theme and conversations	Recalls more detail from stories, using growing vocabulary	K.1.02c
				Recalls many events from recent experiences, e.g. field trip or family excursion	
				Holds conversation with adults or peers about familiar books	K.1.02b
			Relates plot of story to self and own experiences	Makes comments during story reading that relate the story content, to previous stories, or their own life experiences	K.1.02
				Correctly answers questions about the story plot and events	
			Can organize more events and more complex events in sequential order	Shows understanding of stories with more complex chain of events	K.1.02 HSII A2
				Begins to predict what might happen next	
				Follows a sequence of 3 directions	

Early Literacy 48-60 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Language and Literacy	Verbal Expression and Communication	Engages in dialogue (conversation with others)	Asks questions and makes comments related to a topic of discussion	K 1.01e K.1.01g
				Understands and uses past, present, and future verb tense appropriately	HS I B 2
			Organizes major steps of an event or story in sequential order	Retells story with many events in appropriate sequence, with and without pictures	K 1.01d K.1.01h
				Verbalizes the major events of the day with some sequential order	K.1.01i
			Uses an increasingly complex and varied spoken vocabulary and sentence structure	Labels objects in books using a variety of adjectives	K.1.01a K.1.01h
				Comments on characters and events in books and movies	HS I B 3
			Asks many types of questions and responds correctly to many types of questions.	Asks and answers who, what, where, when, why questions	K.1.01g K.1.01a HS I B 4

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Phonological Awareness	Developing increasing sense of syllable structure in oral words	Claps or beats the syllable rhythm in 2- to 4-syllable words	K.1.04g HS IIA4
			Can produce rhyming words.	Produces independently of adult assistance a word, real or nonsense, which rhymes with his name or a given word. (Make sure that child is varying his responses and not memorizing rhyming pairs.)	K.1.04e HS IIA3
			Developing an awareness of beginning sounds in words.	Names several words that begin with the same sound as his name	K.1.04.f HS IIA2
			Continues to increase awareness of the syllable structure of oral words	Consistently claps the syllable beat of words of up to 4 syllables. Blends given syllables to identify a whole word. Deletes a syllable from a compound word and identifies the remaining part.	K.1.04g K.1.04c HS IIA4
			Developing an awareness of beginning sounds in words.	Identifies whether or not two words begin with the same sound. When adult gives 3 or 4 oral words, child selects those that begin with the same sound and identifies the sound (not the letter)	K.1.04f HS IIA2

Early Literacy 48-60 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Print Awareness	Understands concept of spoken and written word and that alphabet letters have individual names	Recognizes printed name and those of siblings or playmates; identifies some of the letters in own name; routinely puts "name" on his products	K.1.03 b K.1.03 f HS IIC2 HS IIC4
			Shows interest in purposeful writing	"Writes" messages as part of play activities; asks for help to make a list of things or write a note to someone special.	K.1.03 d HS IID1
			Shows good understanding of conventions of print	Uses book reading conventions: "reading" front to back, turning 1 page at a time, looking from top to the bottom of the page, pointing left to right	K.1.03 c K.1.03 e HS IIB4
			Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words	Identifies familiar works in books and in environment	K.1.03 a K.1.03 b HS IIC1
			Routinely engages in purposeful reading and writing.	Includes reading and writing activities in dramatic play; initiates writing notes to people; shows pride in writing attempts	K.1.03 d HS IIC2 HS IID1 HS IID4

Early Literacy 48-60 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Visual Discrimination	Discriminates likenesses and differences in black & white shapes, figures, designs with subtle differences in detail or orientation	Selects the figure(s) or design(s) that is different based on fine, internal difference or orientation	
			Discriminates likenesses and differences in symbols	Correctly sorts letters and numerals and can find words that match; names a few letters and numerals	
		Visual Whole-Part-Whole relationships	Further develops awareness of relationships of parts and wholes using more abstract figures	Completes puzzles of 8-20 pieces	
				Reproduces a 2 dimensional design with parts that vary by color and shape; constructs representations of objects from parts, with no model	
		Visual Sequencing (patterning)	Uses left to right and top-to-bottom scanning and observes and reproduces a pattern with 3 dimensional objects using a 2 dimensional paper model	Reproduces simple color, size and shape patterns from a paper model	

Early Literacy 48-60 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
COGNITIVE DEVELOPMENT	Early Literacy	Letter Recognition	Begins to recognize letters	Recognizes letters of his or her own name (first and then last) and letters that frequently occur in environmental print.	
				Recognizes letters in a specific context (mostly environmental print), but may not recognize them when the context changes	
				Is more likely to confuse uppercase letters within each of the following groups: DCGOQ, BRPSJU, EF, AND NMWAVYHLITKXZ- but may make distinctions between letters that belong to different groups	
				Knows part of the ABC sequence by rote, but does not use it to associate a letter symbol with a letter name.	
			Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters	Can recognize some letters both in a familiar context (own name, environmental print) and in isolation	
				Able to recite ABC's; Able to match letter symbol with letter names by rote, but may have difficulty with letters that come later in the sequence (e.g. identifies KLMNOP as one letter); Able to discriminate differences between upper and lower case letters	